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ABSTRACT

One of 12 in the secretarial/clerical area, this booklet for the vocational instructor contains a job description for the typist, a task list of areas of competency, an occupational tasks competency record (suggested as replacement for the traditional report card), a list of industry representatives and educators involved in developing the project, and statements of competencies and a separate competency record for the area of human relations and personal development. The basic job duty listed for the typist is production typing from prepared copy, form letters, reports, tables, and business forms, all under direct supervision. Areas of competency in human relations and personal development are included (communication, self-development, personal appearance, office attitude, social and business etiquette, and job-seeking skills). Statements of competencies may be graded at either the secondary or postsecondary level, and the competency records are intended to follow the student through vocational training at both levels. Tasks in the task list are cross referenced with those in the booklets for other secretarial/clerical jobs. (MF)

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Typist

TASK LIST
COMPETENCY RECORD

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VT-103-445

STATEWIDE CURRICULUM ARTICULATION PROJECT
FOR VOCATIONAL EDUCATION
3554 WHITE BEAR AVENUE
WHITE BEAR LAKE, MINNESOTA

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CROSS REFERENCE SYSTEM

Task Lists in the secretarial/clerical area include: office services aid, typist, general office/typist, receptionist, secretary/non-shorthand, secretary/shorthand, educational office personnel, medical secretary, legal secretary, administrative assistant, correspondence specialist, correspondence supervisor, and data entry operator. All Task Lists contain an add-on list of human relations/personal development qualities desirable for graduates seeking secretarial/clerical positions.

The task lists for office services aid, typist, general office/typist, receptionist, secretary/non-shorthand, and secretary/shorthand are referred to as "GENERAL" secretarial/clerical lists and all additional lists are referred to as "SPECIALIZED" lists.

The * and the numbering system is the key to cross-referencing for the specialized lists. The specialized lists are compared to the lists for typist, general office/typist, receptionist, secretary/non-shorthand, and secretary/shorthand. When there is something on the specialized list that is not on the general lists a * appears. The position of the * indicates the level of change made in the AREA OF COMPETENCY, The Statement of Competency, or the Task. For example, if the * appears before the AREA OF COMPETENCY the entire AREA OF COMPETENCY is new. If the * appears before a Statement of Competency or Task then only that Statement or Task is new. If the * appears before a word then only that word is new or different. It may be necessary to refer to more than one general task list when comparing statements of competency.

The Task List for Data Entry Operator is not referenced to the general lists because the tasks are unique in that area and need specialized training. The Task Lists for Correspondence Specialist and Correspondence Supervisor are not referenced to the general lists because tasks in these areas are applied to a word processing/correspondence center and the procedure for completing the tasks is different from the tasks in the general lists. The Task List for Correspondence Supervisor is cross-referenced as an add-on to the Correspondence Specialist Task List.

INDUSTRY RECOMMENDATIONS

TYPIST

Industry representatives have made several suggestions to students who will seek employment upon completion of this occupational program. These suggestions are general in nature and describe the kind of individual whom they wish to hire. A competent worker is one who satisfactorially performs the tasks listed in this document and one who is mature and responsible. It is important that an employee have a positive attitude toward work and that he/she continues to learn on the job.

One way an employee continues to learn is through reading articles in professional journals and publications. It is very important for a person in this position to intelligently communicate with employers and associates.

The employee who is an asset to the business assumes responsibility for communications (both written and oral) that leave the office. This includes using correct grammar and punctuation, spelling words correctly, and proofreading carefully so that neat and accurate corrections are made. Accuracy and confidentiality are extremely important in all secretarial/clerical occupations.

JOB DESCRIPTION

Typist

The basic duty of the typist is production typing. The typist must be able to type from prepared copy with speed and accuracy. The typist must have the ability to type form letters and envelopes, reports, tables, and business forms.

Other duties may include filing and preparing masters for reproduction. A typist receives direct supervision and exercises none.

T 1

TASK LIST

The following Task List gives you, the vocational instructor, recommendations about what your students should be able to do when they take a job as a TYPIST. It was developed by a working committee of secretarial/clerical instructors and industry representatives throughout the state of Minnesota.

The Task List on the following pages includes the Tasks and the AREAS OF COMPETENCY recommended for a graduate of the general secretarial/clerical occupational program.

As you utilize this task list, you will need to continue working with your local advisory committee and with other instructors in your geographic area. Judgments must be made, by you, concerning the amount of time to spend in teaching various tasks, the conditions surrounding the performance of each task and the performance level for each task that will be acceptable.

Typist

TASK LIST

AREA OF COMPETENCY: TYPEWRITTEN COMMUNICATIONS

I.A. Types general business correspondence from: typed rough draft, handwritten rough draft, and verbal instruction

1. types employer's business and personal letters in several styles including any of the following features

   a. attention line
   b. carbon notations
   c. company name in closing
   d. enclosure notations
   e. listed materials
   f. mailing notations
   g. multiple page headings
   h. postscripts
   i. quoted material
   j. reference initials
   k. special closings
   l. special-sized stationery
      (1) executive size
      (2) half size
      (3) legal size
   m. statistical data in tabular form
   n. subject line

2. types addresses on envelopes

   a. addresses for window envelopes
   b. mailing address (including ZIP Code)
   c. name above printed return address
   d. return address
   e. special notations

3. types interoffice memoranda

   a. plain paper with appropriate headings
   b. pre-printed forms

I.B. Types multiple copies of general business forms that are pertinent to the specific business from: typed rough draft, handwritten rough draft, and verbal instructions

1. types general business forms

   a. bills of lading
   b. credit memorandums
   c. financial reports
   d. insurance forms
   e. invoices
   f. purchase orders
   g. purchase requisitions
   h. statements of account
   i. voucher checks
   j. vouchers

I.C. Types miscellaneous material from: typed rough draft, handwritten rough draft, and verbal instruction

1. types miscellaneous material

a. address, file folder. file drawer labels
b. index cards
c. form letters, form paragraphs, and fill-in information
d. lists (e.g. mailing)
e. summary of minutes of meetings or conferences
f. telegrams, cablegrams, mailgrams
g. postcards
h. meeting agendas
i. daily work schedules
j. manuscripts
k. personnel forms
l. expense reports
m. speed-reply letters and memos
n. itineraries
o. other materials pertinent to the specific business

I.D. Types reports (carbons may be required) from: typed rough draft and handwritten rough draft

1. types reports

a. end-of-month reports
b. financial reports
c. multiple page reports
(1) unbound

(2) top bound
(3) left bound

d. summary reports
e. abstracts
f. legal documents
g. payroll reports
h. reports unique to the business

I.E. Types or prepares copy for reproduction

1. types offset masters
2. types masters for photo reproduction

I.F. Types correspondence, records, reports, forms, and miscellaneous material from: typed rough draft, handwritten rough draft, and verbal instruction with carbon copies

1. types materials with carbon copies

a. to mail
b. for office files

I.G. Proofreads and makes neat and accurate corrections of typed material

1. makes corrections on

a. copies typed with fabric ribbons
b. copies typed with carbon ribbons

c. carbon copies
d. offset masters

AREA OF COMPETENCY: RECORDS FILING AND MANAGEMENT

I.A. Uses the current filing system

1. codes documents for filing
2. adds new folders
3. locates and retrieves documents
4. refiles documents that have been removed

a. single pieces in file folders
b. entire file folder in drawer

AREA OF COMPETENCY: DATA PROCESSING

I.A. Codes forms for data entry

I.B. Reads computer printouts to obtain information to prepare required reports

AREA OF COMPETENCY: OFFICE EQUIPMENT

I.A. Maintains office typewriter

1. changes typewriter ribbons
2. cleans typewriter
3. recommends service on typewriter

AREA OF COMPETENCY: OFFICE SUPPLIES

I.A. Maintains personal inventory of supplies

1. determines requirements for personal office supplies
2. prepares requisitions or requests

AREA OF COMPETENCY: REFERENCE MATERIALS

I.A. Uses general reference materials to look up spelling

1. uses general reference materials

a. office or company's procedures manuals

b. dictionary
c. telephone directory and yellow pages
d. quick reference words manual

AREA OF COMPETENCY: MACHINE OPERATION

I.A. Operates the standard manual typewriter to perform basic office duties

I.B. Operates the standard electric typewriter to perform basic office duties

I.C. Operates the selectric typewriter to perform basic office duties

I.D. Operates the self-correcting typewriter to perform basic office duties

I.E. Operates the proportional spacing typewriter to perform basic office duties (Optional)

I.F. Operates the automatic/power typewriter to perform basic office duties (Optional)
Kind: _____

AREA OF COMPETENCY: SUPERVISED WORK EXPERIENCE, OFFICE SIMULATION, STUDENT ORGANIZATIONS (OPTIONAL)

I.A. Participates in supervised work experience training (co-op or internship)

I.B. Participates in a simulated office program

I.C. Participates in co-curricular student organizations

COMPETENCY RECORD

The COMPETENCY RECORD that appears in this section is suggested as a replacement for the traditional report card. It can be used to give employers, teachers, counselors, students and parents information about what each student can and cannot do.

The COMPETENCY RECORD should follow the student through his or her vocational training in the secondary and/or the post-secondary school. The recommended grading scale is shown on the COMPETENCY RECORD. The COMPETENCY RECORD on the following pages includes ALL the AREAS OF COMPETENCY recommended for a graduate of the Typist Occupational Program.

COMPETENCY RECORD

OCCUPATIONAL PROGRAM: **Typist**

Name of Student_____

This competency record tells what the student, who is named above, has demonstrated that he or she can do. A graduate is one who has demonstrated competent performance of all the tasks designated for this occupational program. This competency record is to be used as an expansion of and/or supplement to the traditional report card. Student performance can be rated at the secondary and/or post secondary level.

RATING SCALE:

5 - Performs task(s) with ability that consistently exceed(s) program minimum standards set for job entry level; very competent.

4 - Performs task(s) at job entry level; competent.

3 - Performs task(s) with periodic assistance.

2 - Performs task(s) with constant assistance.

1 - Is unable to perform task(s).

T - Demonstrated ability to perform task(s) at or above job entry level by taking a challenge test.

PWPM - Actual production words per minute (PWPM) obtained by student.

SCHOOL(S) ATTENDED: DATES ATTENDED INSTRUCTOR'S NAME(S)

	MINIMUM PROGRAM STANDARD	SECONDARY			POST SECONDARY		
		RATING	YR.	INSTR.	RATING	YR.	INSTR.
AREA OF COMPETENCY: TYPEWRITTEN COMMUNICATIONS							
I.A. Types general business correspondence from: typed rough draft, handwritten rough draft, and verbal instruction	*						
I.B. Types multiple copies of general business forms that are pertinent to the specific business from: typed rough draft, handwritten rough draft, and verbal instructions	*						
I.C. Types miscellaneous material from: typed rough draft, handwritten rough draft, and verbal instruction	*						
I.D. Types reports (carbons may be required) from: typed rough draft and handwritten rough draft	*						
I.E. Types or prepares copy for reproduction	*						
I.F. Types correspondence, records, reports, forms, and miscellaneous material from: rough draft, handwritten rough draft, and verbal instruction with carbon copies	*						
I.G. Proofreads and makes neat and accurate corrections of typed material							
Comments: * Rough draft____rwpm (___pwpm minimum standard) for ____minutes (___minutes)							
AREA OF COMPETENCY: RECORDS FILING AND MANAGEMENT							
I.A. Uses the current filing system							
Comments:							

	MINIMUM PROGRAM STANDARD	SECONDARY			POST SECONDARY		
		RATING	YR.	INSTR.	RATING	YR.	INSTR.
AREA OF COMPETENCY: DATA PROCESSING							
I.A. Codes forms for data entry							
I.B. Read computer printouts to obtain information to prepare required reports							
Comments:							
AREA OF COMPETENCY: OFFICE EQUIPMENT							
I.A. Maintains office typewriter							
Comments:							
AREA OF COMPETENCY: OFFICE SUPPLIES							
I.A. Maintains personal inventory of supplies							
Comments:							
AREA OF COMPETENCY: REFERENCE MATERIALS							
I.A. Uses general reference materials to look up spelling							
Comments:							

	MINIMUM PROGRAM STANDARD	SECONDARY			POST SECONDARY		
		RATING	YR.	INSTR.	RATING	YR.	INSTR.
AREA OF COMPETENCY: MACHINE OPERATION							
I.A. Operates the standard manual typewriter to perform basic office duties							
I.B. Operates the standard electric typewriter to perform basic office duties							
I.C. Operates the selectric typewriter to perform basic office duties							
I.D. Operates the self-correcting typewriter to perform basic office duties							
I.E. Operates the proportional spacing typewriter to perform basic office duties (Optional)							
I.F. Operates the automatic/power typewriter to perform basic office duties (Optional) Kind:_____							
Comments:							
AREA OF COMPETENCY: SUPERVISED WORK EXPERIENCE, OFFICE SIMULATION, STUDENT ORGANIZATIONS (OPTIONAL)							
I.A. Participates in supervised work experience training (co-op or internship) Type of business, institution, or agency:_____ _____ Length of time:_____							

	MINIMUM PROGRAM STANDARD	SECONDARY			POST SECONDARY		
		RATING	YR.	INSTR.	RATING	YR.	INSTR.
I.B. Participates in a simulated office program Length of program: _____							
I.C. Participates in co-curricular student organizations Name of organization: _____ _____							
Comments:							

Statements of competencies can be graded at either the secondary or post-secondary level.

INDUSTRY REPRESENTATIVES

THE FOLLOWING INDUSTRY REPRESENTATIVES WERE INVOLVED
IN THE DEVELOPMENT OF THE TASK LIST FOR THIS OCCUPATIONAL PROGRAM

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HUMAN RELATIONS AND PERSONAL DEVELOPMENT

Secretarial/clerical personnel work with people. For this reason additional competencies in the area of Human Relations and Personal Development are needed by the student who wishes to become employed. People work together when they have an understanding of themselves and their co-workers and when they willingly make appropriate adjustments in their own behavior.

The STATEMENTS OF COMPETENCY shown in the following section of this task list represent the minimal Human Relationship and Personal Development skills needed by graduates of secretarial/clerical programs. It should be recognized that students will continue to learn about themselves and others through daily experiences they have in their careers.

HUMAN RELATIONS AND PERSONAL DEVELOPMENT

AREA OF COMPETENCY: COMMUNICATIONS

A. Demonstrates acceptance of people in a friendly business-like manner

1. interacts verbally with people in communicating a message

   a. enunciates clearly
   b. uses correct grammar and appropriate choice of words
   c. shows/demonstrates tact
   d. responds courteously
   e. uses a pleasant speaking tone, rate and volume

2. asks, remembers and uses persons' names in communicating with people

3. interacts non-verbally with people in communicating a message

   a. recognizes the meaning of facial expression
   b. recognizes the meaning of body language
   c. recognizes the meaning of eye contact
   d. recognizes the meaning of hidden messages

B. Listens to and responds to the messages received from co-workers, supervisors and visitors

1. takes notes when receiving instructions
2. periodically looks at the person who is speaking to obtain visual cues
3. asks for clarification when the message is not understood
4. concentrates on one thing at a time as directions are given

C. Gives directions and responds to other people

1. makes use of an understanding of human behavior
2. displays an ability to be assertive without being offensive
3. deals effectively with angry or defensive co-workers/customers
4. recognizes the uniqueness of and differences in individuals

AREA OF COMPETENCY: SELF-DEVELOPMENT

A. Demonstrates a disposition for continued personal growth and understanding of self

1. thinks positively about himself/herself and his/her future
2. does not show off to bolster his/her self-confidence
3. waits for what he/she wants
4. makes up his/her mind decisively
5. admits his/her shortcomings
6. recognizes and builds on his/her strengths without becoming vain
7. seeks out new ways to develop his/her talents
8. has a realistice self-image based upon the way that others see him/her
9. has a positive attitude about self and others

B. Displays personal development for social living

1. handles personal finances
2. chooses life style and housing options
   a. displays an ability to live and work with others harmoniously
3. chooses safe and reliable transportation
4. identifies personal biases, prejudices, and stereotypes

C. Shows emotional maturity

1. tolerates frustrations
2. thinks for himself/herself
3. is calm and exerts extra effort to keep on an even level
4. tackles unpleasant tasks without self-pity
5. takes responsibility for his/her own actions
6. understands his/her role in group dynamics
7. takes orders without becoming obstinate
8. is motivated by a long-range plan, not by whims or desires of each passing week
9. does not nurse grudges or try to get even

D. Maintains professional maturity

1. has clearly defined career goals

   a. views his/her job professionally, rather than as only a means of obtaining a pay check
   b. sees job satisfaction as part of good mental health
   c. sets realistic goals based on his/her abilities

AREA OF COMPETENCY: PERSONAL APPEARANCE

A. Maintains good physical fitness behavior patterns

1. gets sufficient sleep
2. shows good nutrition

3. gets proper exercise
4. has annual dental and medical check-ups
5. has good posture

B. Shows good visual poise

1. demonstrates an appropriate method of standing, walking, sitting, bending and lifting

C. Selects and wears proper office attire

1. is groomed attractively and tastefully
   a. wears clean, wrinkle free garments
   b. wears flattering colors and garment styles for his/her figure
   c. chooses accessories that are appropriate for work
      (1) fads
      (2) fashions
   d. coordinates colors of garments and accessories worn together
   e. plans a wardrobe for a limited budget
   f. wears shoes that are quiet, polished, fastened and in good repair
   g. shops for clothing that is well constructed so that it will last

D. Has good personal hygiene habits

1. bathes his/her body regularly
2. uses antiperspirant
3. has clean hair, skin, teeth, nails, and breath
4. wears clean clothes that have been laundered properly
5. removes hair properly and regularly from selected areas of the body
6. applies cosmetics in a skillful way to enhance features
7. subtly applies body fragrances

AREA OF COMPETENCY: OFFICE ATTITUDE

A. Relates to male and female co-workers of all ages, skills, backgrounds, and positions

1. contributes to a team effort
   a. requests and/or gives assistance to other people
   b. handles constructive/non-constructive criticism and profits from it
   c. declines invitations gracefully
   d. responds cheerfully and gives praise when appropriate
   e. is supportive and encouraging to co-workers

2. assumes individual job responsibility
3. deals effectively with friction and tension within the office

    a. co-workers who don't assume full share of workload
    b. moodiness of co-workers/supervisors
    c. favoritism among staff
    d. personal problems which interfere with work
    e. offensive language or behavior of co-workers, supervisor or customers
    f. improper hygiene of co-workers which is offensive to others
    g. angry customers
    h. chronic complainers
    i. short-tempered co-workers, supervisor or self

B. Supports company and employer by exhibiting professionalism

1. shows loyalty to company
2. follows the company's policies
3. maintains confidentiality of company/institutional information
4. anticipates needs of supervisor
5. demonstrates cost control

    a. conserve supplies
    b. use time efficiently
    c. develop and improve personal work methods and procedures

6. displays good housekeeping habits

    a. cleans and maintains work area
    b. cleans and organizes employer's work area as instructed
    c. makes coffee and keeps coffee area neat and clean

7. shows professional commitment to his/her employer

    a. shows flexibility and willingness to try new approaches
    b. is versatile and willing to adopt his/her behavior to new situations
    c. willingly works overtime to meet scheduled deadlines
    d. asserts his/her feeling, needs, and competence in communicating with his/her employer about salary, benefits, and company policy

C. Shows that he/she is dependable in the office situation

1. has work habits that insure work being accomplished on time and correctly
2. arrives at work on time and maintains scheduled working hours
3. plans and schedules work assignments and priorities
4. takes reasonable coffee breaks and lunch breaks
5. has a good attendance record with sick leave and personal days taken when necessary
6. pays attention to detail so that high quality work is maintained consistently
7. follows through to completion work that has been started

D. Shows initiative in gaining professional advancements

1. seeks job/self enhancement experiences

a. updates his/her skills and knowledge through formal education, in-house training, and informal communication
b. participates in professional organizations

2. selects or rejects job promotions based on opportunity, personal goals, and circumstances

a. examines alternatives and engages in career planning

(1) long term
(2) short term

AREA OF COMPETENCY: SOCIAL AND BUSINESS ETIQUETTE

A. Displays proper social etiquette

1. etiquette for social functions (e.g. introductions, table manners, common courtesy)

B. Displays proper business etiquette

1. converses with co-workers and guests in a socially acceptable manner, within the time constraint of the office situation

a. office business (non-confidential)
b. personal business
c. social events
d. topics of general interest

2. uses the informal communications network (grapevine) within the office in a positive way

3. refrains from contibuting to office gossip

4. addresses superior properly (e.g. Mr., Dr., Ms., etc.)

   a. formal
   b. non-formal

AREA OF COMPETENCY: JOB SEEKING SKILLS

A. Identifies job opportunities for which he/she is qualified

   1. checks school bulletin board
   2. reads newspaper ads
   3. contacts employment agencies

      a. state
      b. private

   4. uses personal contacts

B. Prepares for job interview

   1. writes and types a resume
   2. composes and types a letter of application
   3. contacts a prospective employer
   4. arrives on time
   5. conveys an optimistic outlook and willingness to learn

C. Participates in a job interview

   1. dresses and grooms himself/herself appropriately
   2. obtains job information from perspective employer

      a. job requirements
      b. benefits
      c. environment
      d. salary
      e. opportunity for advancement
      f. company's purpose and function

D. Follows-up on the job interview

   1. sends an acknowledgment letter
   2. makes a phone call

COMPETENCY RECORD

HUMAN RELATIONS AND PERSONAL DEVELOPMENT

OCCUPATIONAL PROGRAM: **Typist** Name of Student _____

This competency record tells what the student, who is named above, has demonstrated that he or she can do. A graduate is one who has demonstrated competent performance of all the tasks designated for this occupational program. This competency record is to be used as an expansion of and/or supplement to the traditional report card. Student performance can be rated at the secondary and/or post secondary level.

RATING SCALE:

5 - Performs task(s) with ability that consistently exceed(s) program minimum standards set for job entry level; very competent.

4 - Performs task(s) at job entry level; competent.

3 - Performs task(s) with periodic assistance.

2 - Performs task(s) with constant assistance.

1 - Is unable to perform task(s).

T - Demonstrated ability to perform task(s) at or above job entry level by taking a challenge test.

PWPM - Actual production words per minute (PWPM) obtained by student.

SCHOOL(S) ATTENDED: DATES ATTENDED INSTRUCTOR'S NAME(S)

_____

_____

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	MINIMUM PROGRAM STANDARD	SECONDARY			POST SECONDARY		
		RATING	YR.	INSTR.	RATING	YR.	INSTR.
AREA OF COMPETENCY: COMMUNICATIONS							
A. Demonstrates acceptance of people in a friendly-business-like manner							
B. Listens to and responds to the messages received from co-workers, supervisors and visitors							
C. Gives directions and responds to other people							
Comments:							
AREA OF COMPETENCY: SELF-DEVELOPMENT							
A. Demonstrates a disposition for continued personal growth and understanding of self							
B. Displays personal development for social living							
C. Shows emotional maturity							
D. Maintains professional maturity							
Comments:							
AREA OF COMPETENCY: PERSONAL APPEARANCE							
A. Maintains good physical fitness behavior patterns							
B. Shows good visual poise							
C. Selects and wears proper office attire							
D. Has good personal hygiene habits							

	MINIMUM PROGRAM STANDARD	SECONDARY			POST SECONDARY		
		RATING	YR.	INSTR.	RATING	YR.	INSTR
Comments:							
AREA OF COMPETENCY: OFFICE ATTITUDE							
A. Relates to male and female co-workers of all ages, skills, backgrounds, and positions							
B. Supports company and employer by exhibiting professionalism							
C. Shows that he/she is dependable in the office situation							
D. Shows initiative in gaining professional advancements							
Comments:							
AREA OF COMPETENCY: SOCIAL AND BUSINESS ETIQUETTE							
A. Displays proper social etiquette							
B. Displays proper business etiquette							
Comments:							
AREA OF COMPETENCY: JOB SEEKING SKILLS							
A. Identifies job opportunities for which he/she is qualified							
B. Prepares for job interview							
C. Participates in a job interview							

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	MINIMUM PROGRAM STANDARD	SECONDARY			POST SECONDARY		
		RATING	YR.	INSTR.	RATING	YR.	INSTR.
D. Follows up on the job interview							

Comments:

Statements of competencies can be graded at either the secondary or post-secondary level.

CE009589

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